

## Textbook Alignment to the Utah Core – World Civilizations

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes x No \_\_\_\_\_*

**Name of Company and Individual Conducting Alignment:**

Kelli Holser

**A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):**

**☒ On record with the USOE.**

**☐ The “Credential Sheet” is attached to this alignment.**

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): World Civilizations Core Curriculum**

**Title:** Glencoe World History; Modern Times © 2008 **ISBN#:** 0-07-874527-6

**Publisher:** Glencoe/McGraw-Hill

<b>Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum:</b> ____100____%				
<b>Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum:</b> _____%				
<b>STANDARD I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I:</b> ____100____%		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I:</b> _____%		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1: Speculate about the factors that led to civilized society.</b>				
<b>a.</b>	Investigate hunters and gatherers.	<b>Student Edition:</b> 4-7 <i>Reading Check 5</i>		
<b>b.</b>	Explore man's domestication of plants and animals.	<b>Student Edition:</b> 4-7 <i>Reading Check 7</i> <i>Turning Point 6</i>		
<b>c.</b>	Examine the role of irrigation in early agriculture.	<b>Student Edition:</b> 4-7 <i>National Geographic 5</i> <i>Turning Point 6</i> <b>Teacher Wraparound Edition:</b> SP 6		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.2: Assess the impact of geography on the locations of early civilizations.</b>				
<b>a.</b>	Examine why early civilizations developed in river environments.	<b>Student Edition:</b> 7, 10, 22 <i>National Geographic</i> 11		
<b>b.</b>	Evaluate the diffusion of civilizations.	<b>Student Edition:</b> 7, 10, 20-22 <i>National Geographic</i> 11, 20		
<b>Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.</b>				
<b>a.</b>	Analyze the social, political, and economic structure of ancient civilizations.	<b>Student Edition:</b> 10-13, 14-16, 22-24 <i>Infographics</i> 23 <i>Reading Check</i> 17 <b>Teacher Wraparound Edition:</b> RS 15, 16; WS 16		
<b>b.</b>	Investigate the technological advancements and writing systems that developed in early river valley cultures.	<b>Student Edition:</b> 12, 16-17, 22 <i>History &amp; Arts</i> 17 <b>Teacher Wraparound Edition:</b> EC 17		
<b>c.</b>	Identify the factors that led to the rise of cities.	<b>Student Edition:</b> 10-13, 14-16, 22-24		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>STANDARD II: Students will comprehend the contributions of classical civilizations.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.</b>				
a.	Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	<b>Student Edition:</b> 18-19, 24-25, 55-57, 70-81, 90-93 <i>Connecting to the United States</i> 18 <b>Teacher Wraparound Edition:</b> AIC 76; CT 19, 74; SP 71; WS 19, 73		
b.	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	<b>Student Edition:</b> 18-19, 70-81 <i>Connecting to the United States</i> 18 <i>History &amp; Arts</i> 25 <b>Teacher Wraparound Edition:</b> ACL 73; AIC 70; CT 19, 75; DI 79; RS 80		
c.	Compare and contrast the major philosophies of the Greeks and Chinese.	<b>Student Edition:</b> 27-28, 41-43 <i>Infographics</i> 28 <i>Turning Point</i> 30 <b>Teacher Wraparound Edition:</b> RS 43, 45		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.2: Analyze the development of classical political systems.</b>				
<b>a.</b>	Contrast the evolution of Athenian democracy and Spartan rule.	<b>Student Edition:</b> 41-43 <i>Turning Point</i> 42 <b>Teacher Wraparound Edition:</b> CT 42; RS 41, 43		
<b>b.</b>	Examine the consequences of Persian and Macedonian expansion.	<b>Student Edition:</b> 21, 45-47 <i>National Geographic</i> 20 <b>Teacher Wraparound Edition:</b> SP 46		
<b>c.</b>	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	<b>Student Edition:</b> 23, 27, 38-41 <b>Teacher Wraparound Edition:</b> EC 23		
<b>d.</b>	Compare the development of the Roman and Han empires.	<b>Student Edition:</b> 48-55 <i>Infographics</i> 54 <i>National Geographic</i> 49 <i>People in History</i> 51 <b>Teacher Wraparound Edition:</b> DI 50; RS 49		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.3: Investigate the importance of the expansion of trade.</b>				
<b>a.</b>	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	<b>Student Edition:</b> 45-47 <i>Geography &amp; History</i> 104-105 <i>National Geographic</i> 26, 100 <i>Turning Point</i> 111, 508		
<b>b.</b>	Examine the technological improvements in transportation over time.	<b>Student Edition:</b> 419 <i>Science, Technology &amp; Society</i> 418 <b>Teacher Wraparound Edition:</b> RS 100		
<b>c.</b>	Assess the importance of the Mediterranean and East Asian trade routes.	<b>Student Edition:</b> 206 <i>Geography &amp; History</i> 104-105 <i>National Geographic</i> 26		
<b>Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.</b>				
<b>a.</b>	Examine the importance and influence of Greco-Roman art and architecture.	<b>Student Edition:</b> 43-44, 53, 173-175 <i>History &amp; Arts</i> 40, 52 <b>Teacher Wraparound Edition:</b> ACL 52; CT 44; DI 53, 174; WS 174		
<b>b.</b>	Assess the development of Indian and Chinese architecture and art.	<b>Student Edition:</b> 109 <i>History &amp; Arts</i> 112		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Investigate the importance and influence of the performing arts on classical civilizations.	<b>Student Edition:</b> 44 <b>Teacher Wraparound Edition:</b> AIC 44; CT 44		
<b>Objective 2.5: Analyze the social organization of classical cultures.</b>				
<b>a.</b>	Describe the role of slavery in Greece and Rome.	<b>Student Edition:</b> 53 <b>Teacher Wraparound Edition:</b> CT 53		
<b>b.</b>	Compare the role of the family in Imperial Rome and Confucian China.	<b>Student Edition:</b> 30-31, 281-282 <b>Teacher Wraparound Edition:</b> CT 30		
<b>c.</b>	Explain the caste system of India.	<b>Student Edition:</b> 23-24, 783 <b>Teacher Wraparound Edition:</b> DI 783; EC 23; WS 24		
<b>d.</b>	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	<b>Student Edition:</b> 31, 281-282, 265 <i>Infographics</i> 107 <i>Time Notebook</i> 66 <b>Teacher Wraparound Edition:</b> ACL 107; B 66; RS 282		

<b>STANDARD III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____100_____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.</b>				
<b>a.</b>	Describe the impact the Silk Road had on trade across Europe and Asia.	<b>Student Edition:</b> 26, 107 <i>National Geographic</i> 26 <i>Timeline</i> 3, 88 <b>Teacher Wraparound Edition:</b> EC 109		
<b>b.</b>	Discuss the importance of cross-Saharan migrations.	<b>Student Edition:</b> 98-102		
<b>c.</b>	Examine the consequences of the Crusades.	<b>Student Edition:</b> 125 <i>Main Ideas</i> 125 <i>National Geographic</i> 124 <b>Teacher Wraparound Edition:</b> EC 125		
<b>d.</b>	Analyze the impact of Mongol invasion on Europe and Asia.	<b>Student Edition:</b> 94, 108 <i>Reading Check</i> 94 <i>Social History</i> 116-117 <b>Teacher Wraparound Edition:</b> A 117		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>e.</b>	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	<b>Student Edition:</b> 110, 114-115 <b>Teacher Wraparound Edition:</b> WS 110		
<b>Objective 3.2: Assess the influence of advancing technologies on the development of societies.</b>				
<b>a.</b>	Identify the significant technological developments in Tang China.	<b>Student Edition:</b> 109		
<b>b.</b>	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	<b>Student Edition:</b> 108, 250		
<b>c.</b>	Explain the consequences of the cannon and the longbow on European warfare and society.	<b>Student Edition:</b> 141 <b>Teacher Wraparound Edition:</b> C 141		
<b>d.</b>	Analyze the impact of movable type printing on Europe.	<b>Student Edition:</b> 109, 302 <i>Reading Check</i> 109 <i>Science, Technology &amp; Society</i> 166 <b>Teacher Wraparound Edition:</b> ACL 166		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.</b>				
<b>a.</b>	Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.	<b>Student Edition:</b> 196, 276 <i>Geography &amp; History</i> 104-105 <b>Teacher Wraparound Edition:</b> C 201; RS 196		
<b>b.</b>	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	<b>Student Edition:</b> 198-199 <i>Writing About History</i> 201		
<b>c.</b>	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	<b>Student Edition:</b> 194-197, 199-200 <i>Social History</i> 202-203 <i>Turning Point</i> 200 <b>Teacher Wraparound Edition:</b> B 202; C 201		
<b>d.</b>	Investigate French, Dutch, and English merchants' impact on European overseas expansion.	<b>Student Edition:</b> 194-195, 201		
<b>Objective 3.4: Investigate the rise and development of the modern European political system.</b>				
<b>a.</b>	Describe the political and economic importance of the growth of towns in northern Europe.	<b>Student Edition:</b> 132-135		
<b>b.</b>	Explain the political and economic consequences of the rise of national monarchies.	<b>Student Edition:</b> 135, 139, 141 <b>Teacher Wraparound Edition:</b> AEC 135		
<b>e.</b>	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	<b>Student Edition:</b> 134-135		

<b>STANDARD IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: __100__ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.</b>				
<b>a.</b>	Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.	<b>Student Edition:</b> 109, 162-167, 170-175, 283 <i>History &amp; Arts</i> 172, 282 <i>Social History</i> 168-169 <b>Teacher Wraparound Edition:</b> C 167, 175		
<b>b.</b>	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	<b>Student Edition:</b> 176-181 <i>People in History</i> 178 <i>Turning Point</i> 181 <b>Teacher Wraparound Edition:</b> C 181; CT 178		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.	<b>Student Edition:</b> 302-309, 310-317 <i>National Geographic</i> 311 <i>Opposing Viewpoints</i> 305 <i>Science, Technology &amp; Society</i> 308 <i>Turning Point</i> 306 <b>Teacher Wraparound Edition:</b> ACL 307; C 309, 317		
<b>d.</b>	Examine the roles and conditions of men, women, and children in European monarchies.	<b>Student Edition:</b> 132-135, 139, 318-321, 342 <b>Teacher Wraparound Edition:</b> WS 135		
<b>Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.</b>				
<b>a.</b>	Explain the political, economic, and social philosophies that lead to revolution.	<b>Student Edition:</b> 331, 340-342, 391-392, 536-538 <i>People in History</i> 352, 498 <b>Teacher Wraparound Edition:</b> C 541; CT 331; EC 346		
<b>b.</b>	Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	<b>Student Edition:</b> 330-333, 340-347, 350-357, 496-501, 536-541 <i>National Geographic</i> 537 <i>Turning Point</i> 539 <b>Teacher Wraparound Edition:</b> CT 347; EC 346		

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<b>Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.</b>				
<b>a.</b>	Compare and contrast capitalism and socialism.	<b>Student Edition:</b> 280, 384-385 <b>Teacher Wraparound Edition:</b> AEC 420		
<b>b.</b>	Explain the significance of the agricultural revolution.			
<b>c.</b>	Investigate the impact of the first and second Industrial Revolutions.	<b>Student Edition:</b> 378-385, 386-387, 416-421 <i>Science, Technology &amp; Society</i> 382, 418 <i>Turning Point</i> 381 <b>Teacher Wraparound Edition:</b> ACL 382; C 385, 421; SP 379		
<b>Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.</b>				
<b>a.</b>	Examine the impact of Western imperialism on Africa.	<b>Student Edition:</b> 456-463 <i>Geography &amp; History</i> 464-465 <i>National Geographic</i> 457 <i>Opposing Viewpoints</i> 462 <b>Teacher Wraparound Edition:</b> AEC 464; CT 461; EC 465		
<b>b.</b>	Compare the reactions of China, India, and Japan to foreign domination.	<b>Student Edition:</b> 455, 466-471 <i>People in History</i> 470		

<b>STANDARD V: Students will understand the interaction of peoples in the global integration of the 20<sup>th</sup> century.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>  100  </u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>                    </u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1: Analyze the political and economic global issues in the first half of the 20<sup>th</sup> century.</b>				
<b>a.</b>	Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.	<b>Student Edition:</b> 560-567, 568-573 <i>Infographics</i> 562 <i>Social History</i> 574-575 <b>Teacher Wraparound Edition:</b> CT 566		
<b>b.</b>	Examine the connections among WWI, the Great Depression, and WWII.	<b>Student Edition:</b> 522-525, 526-533, 542-547, 556-559, 620-625, 626-627, 628-635 <i>Infographics</i> 530 <i>Political Cartoons</i> 623 <i>Turning Point</i> 557 <b>Teacher Wraparound Edition:</b> C 533, 547, 559; WS 537		
<b>c.</b>	Assess the consequences of global war on the world.	<b>Student Edition:</b> 638-643, 644-651		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.2: Investigate the impact of the Cold War on integration.</b>				
<b>a.</b>	Explain the key elements of the Cold War.	<b>Student Edition:</b> 664-671, 695-696 <i>Geography &amp; History</i> 672-673 <i>Turning Point</i> 668 <b>Teacher Wraparound Edition:</b> C 671		
<b>b.</b>	Examine the independence movements in the African and Asian colonial world.	<b>Student Edition:</b> 750-757, 768-769, 776-781, 782-787 <i>People in History</i> 752 <i>Turning Point</i> 755, 786 <b>Teacher Wraparound Edition:</b> C 757; SP 751		
<b>c.</b>	Determine the causes and effects of the collapse of the Soviet sphere.	<b>Student Edition:</b> 694-696, 700-703 <i>Turning Point</i> 697 <b>Teacher Wraparound Edition:</b> C 703; DI 696		
<b>Objective 5.3: Investigate the creation of international organizations and global integration.</b>				
<b>a.</b>	Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	<b>Student Edition:</b> 812-817 <i>Infographics</i> 816 <b>Teacher Wraparound Edition:</b> AEC 816		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/internet, mass transportation.	<b>Student Edition:</b> 802-804 <i>Science, Technology &amp; Society</i> 803 <b>Teacher Wraparound Edition:</b> RS 803		
<b>c.</b>	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	<b>Student Edition:</b> 664, 668-669 <i>National Geographic</i> 665 <b>Teacher Wraparound Edition:</b> SP 665		
<b>Objective 5.4: Evaluate the impact of terrorism on the world's political, economic, and social systems.</b>				
<b>a.</b>	Assess the base of terrorist networks and activities.	<b>Student Edition:</b> 763-765, 810-811 <i>Connecting to the United States</i> 766 <b>Teacher Wraparound Edition:</b> RS 810		
<b>b.</b>	Examine the impact of terrorism on the lives of people.	<b>Student Edition:</b> 810-811 <i>Connecting to the United States</i> 810 <b>Teacher Wraparound Edition:</b> CT 811		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>c.</b>	Analyze the responses of political and economic institutions to terrorism.	<b>Student Edition:</b> 765-766 <i>Connecting to the United States</i> 810 <i>Reading Check</i> 811 <b>Teacher Wraparound Edition:</b> EC 810		